JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVIII | Boston, April 15, 1935 | Number 8

Let's Say What We Mean

By RIDGLEY C. CLARK

Superintendent
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The writer takes up five expressions commonly used in discussions of education, which are ambiguous or misleading.

I BELIEVE that a great amount of the confusion in the educational world of today is caused by a careless use of stock phrases. We toss worn expressions about in such a careless way that they either lose meaning or take on a significance that is not intended. I used to attend a Bible class taught by a wise old lawyer, who when discussion began said: "Wait, let us first define our terms." Much confusion is caused to professional educators as well as to laymen by the careless use of expressions. I am calling attention to some of them.

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We read that the new education is not obtained from *musty books*. As a matter of fact the books used in our schools are not musty. Where appropriations are small some of the books may be old, tattered, and soiled by grimy fingers of past classes, but they are not musty. The textbook in the modern school, attractively illustrated, skillfully written to secure interest, develop attitudes, and impart information, is bright and shining to most pupils. The library book may be even more so. The next time you are in the public library notice the eager faces of the children in the juvenile reading room. Important as other factors are, to know and love books is still one of the major objectives of education. The very people who use the expression, "musty books," are enthusiastic for good libraries. The words are misleading.

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We read that in the modern school the child enjoys *complete freedom*. He is not told what he must or must not do. The inference is drawn that the child does exactly as he pleases. Except for a few private enterprises facetiously called schools, this is not true. More than a quarter of a century ago I attended for a term a school in which the teacher allowed us to do as we pleased. We certainly raised rim, and at the end of the term the teacher's resignation was accepted without regret. The same fate awaits the teachers in modern schools who allow pupils to do as they please. What we do attempt to do is to train the pupil to assume responsibility for his own conduct, respecting the rights of others, and co-operating for the good of the group. We honor the pupil's intelligence and try to teach him to use it in the conduct of his life in school and out. It is a step in advance of teacher domination. Its price is superlative skill, tact and understanding on the part of the teacher. Its purpose is to develop character that shall function throughout school life and extend into the complete living of the pupil. Those who cannot be led to assume responsibility must be made to conform in order that the group may survive. As we accumulate wisdom and skill, occasion for pressure will be less frequent. In the mean time complete freedom is based on the assumption of responsibility. This is the key to successful discipline in our modern schools.

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We read that modern education does not include *deadly drill*. Certainly it does not and the statement is correct but misleading, inasmuch as it is often construed to mean that drill has been eliminated from our program. It would be much clearer to state this plank of our platform in positive terms. We believe in purposeful drill in response to a felt need. This would in my opinion be more nearly a foolproof statement. I read that if you visit certain schools you will not find the children studying the multiplication tables but that at the completion of the eighth grade the pupils are well prepared to enter high school and prepare for college. Now if the pupils are to do algebra, which is a college preparatory subject, they must know the fundamental arithmetic combinations. Somewhere, somehow they must have learned,

not experienced them. Drill is an essential part of the learning process. Well conducted by skilled teachers it is not so hated by pupils as has been often assumed. Believe it or not I have seen fourth grade classes demonstrate joyful enthusiasm when the teacher said: "I am going to give you twenty spelling words. I want to see how many of them you can spell. We will then study and drill those you do not know." Not all drill is deadly. We believe that in the past there has been much drill that was not essential and much that was unnecessarily dull. Nevertheless we do find drill necessary to establish skills.

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It is often stated that pupils in the modern schools are *self-directed* in that they are interested in and select their own units and work them out in their own way. This gives credence to the charge that children do what they wish when they wish and if they wish. If children do indeed choose their own projects, their selections are rather remarkable; African life, Greek civilization, Russia, colonial life, painting of a picture descriptive of Egypt, Holland, or the Connecticut farm country. Now I ask you whether these projects originate with the children? Did they spring from an interest which had been dormant in their minds and, suddenly awakening, demanded satisfaction and expression? You know they did not and so do I. What happened was that the teacher aroused the interest of the class in this particular project and more or less directed or guided its selection. Mighty good teaching it was on her part, too, for one of the primary objects of education is to awaken interests. Furthermore the child though given a large measure of freedom for initiative and experiment is not left to wander bewildered and unaided in a wasteful wilderness

What do we mean by "Musty Books" "Complete Freedom" "Deadly Drill" "Self Direction" "Activity" ?

of doubt and uncertainty, arriving nowhere in working out his problem, but is given valuable teacher guidance. It would be more nearly accurate to say that pupils work on projects which they have selected in response to a teacher awakened interest and work on it under guidance.

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The word *activity* is used with a variety of meanings. In fact, its connection is so general that it is a good word to use when a little hazy as to the exact idea to be expressed. Activity may be of the mind or of the body, or both. The carpenter is active when working at his trade, but so, too, is the judge who sits on the bench apparently in a state of physical coma, but whose alert mind is following the proceedings step by step as proved by the vigor with which he springs to action the moment he feels it is required of him. Unfortunately, many think of activity as only physical. Hence the undue emphasis on handwork in a few of our public and many of our private schools. Enthusiastic writers and fervent platform orators urge that if we wish to save the child's immortal soul, we must allow him to construct a Belgian village. "We learn to do by doing," they cry, and cannot be gainsaid.

The sane school man knows that activity without thought usually produces damaging results or none at all. What we seek in the modern school is thoughtful activity. Far be it from me to suggest additions to any philosophy of education, but I recently watched a high school boy construct a bridge lamp which he presented to his mother as a Christmas present. He had never made one before and had never studied manual arts, but he had seen a similar lamp, and studied electricity in books. I am sure it is possible to *do by learning*. A college professor of physics used to say that there is great danger that laboratory exercises may become not education but playing with the apparatus. This danger lurks in handwork.

It is not necessary, specially for children who attend the movies, to construct a covered wagon in order to know about one. Hand work and manual projects such as the above mentioned Belgian village are an important part of the program of the modern school for the education of the child. They promote interest and motivate thoughtful study. They are particularly attractive and interesting as a part of any school exhibition, both for their intrinsic worth and as a demonstration of the new in education. They are not, however, the whole or even the major activity in the schoolroom.

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I have discussed briefly five expressions which I believe are often used carelessly with confusing results in our discussion of modern schools. The way in which they are used has led to misunderstanding not only among laymen but also among professional educators.

I might mention other expressions such as that "the child is a growing organism," which smacks of pedantry and means nothing to most people, but I believe I have mentioned enough to illustrate my point that in educational discussion, especially that meant for lay consumption, educators will do well to guard their speech.

Graduation Minus Boredom

By FLORENCE D. CONLON
Boston

Suggestion for an outdoor pageant in which all the seniors would participate.

THE graduation program should be a unit of intelligently conceived, organized and directed effort with originality, beauty, inspiration and impressiveness making it something to be happily remembered always. It is at graduation time that the school consciousness of the community is at its peak as at no other time. We should grasp this opportunity to achieve positive results in interpreting the work of the schools to the men and women who support our educational institutions. It is at this time that seeds of understanding and confidence can be planted.

Several years ago a committee of the National Education Association made a study of the problem of vitalized commencements. The results of their investigations indicated that some small high schools as well as a few large ones were gradually relinquishing their hold on the routine exercises and were planning more interesting and appropriate graduation programs. The committee suggested that that through the medium of the graduates it would be possible to acquaint the people with the significant trends and objectives of education most effectively. They recommended further that for a period of seven years it would be advisable to select one of the "Seven Cardinal Principles of Education" as the central theme of each graduation program during the designated period. In 1929, for example, the unit would be "health and safety," in 1930 "worthy home membership," and in 1931 "mastery of tools, technics and learning." Each year through the seventh, a committee of faculty members and seniors would co-operate in planning a worthwhile program around the core of the designated objective to be presented entirely by the graduates.

Although this is a move in the right direction, it is still possible to have only a small representation of the class on the program. It serves well as a transitional plan but we want the new graduation to be even more social in character with every graduate participating in some capacity.

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How can this be brought about? One means of accomplishing this would be through the medium of the pageant, which is not only colorfully entertaining but educational. Ralph Davol in his "Handbook of American Pageantry" calls the pageant a "hundred-headed teacher who educates by wholesale. . . . Pageantry is veneration for past deeds, devotion to present needs and dedication to future ideals—Realism, Symbolism, Idealism." Does it not follow that the pageant is an appropriate vehicle for the three-fold objective of graduation: (1) Recognition of the graduates; (2) retrospection; and (3) inspiration? It stirs the emotions and heightens the impressiveness of the truths it aims to teach.

In a very brief sketch of an ideal graduation, let us suppose there are a hundred seniors in this small city high school. There is a beautifully landscaped athletic field in back of the high school, and in the invitations that have been received by parents and friends is the announcement that on Wednesday evening at seven-thirty o'clock the graduation exercises will be held there. In the event of rain, they will be held on Thursday or on Friday evening.

Soon after a five o'clock dinner, the bleachers are filled by the interested townspeople, and later the relatives and friends of the graduates are ushered to their reserved seats in the grandstand. Everyone is proud of the high school band that is playing unusually well tonight. Many parents who have stuck to varnished seats on hot June nights while other sons and daughters were graduated express relief at being able to enjoy the breezes this evening. How restful it is to watch the Mountshire Hills in the distance and to see the leaves of the orderly row of poplars that surround the athletic field turned rhythmically by the wind.

The ushers have given each guest an unusually attractive program. In fact, it is a sixteen-page book to which people will refer long after commencement is over. In it we find not only the program and the names of the graduates but an interpretation of the episodes of the pageant to make its message more meaningful, an interesting statement of the objectives and accomplishments of the Northtown High School during the past year, pertinent, cogent quotations, the names of the honor students, and the class pledge that is an original expression of these particular graduates.

For many weeks every member of the class has been busily engaged in writing, directing, costuming or making the settings for the message-bearing, colorful pageant, "Lighting the Way." Between the centre of the field and the grandstand, a platform elevated by three steps has been built. It has been decorated in a dignified manner, and grouped around it are palms and other plants. At the centre of the platform is a throne-like seat

behind which is raised a background of black with touches of silver and "EDUCATION" lettered across the upper part.

EPISODE I

Two pages with a fanfare of trumpets announce the entrance of the Queen and her attendants and courtiers. When the Queen, who represents the Spirit of the School, has been seated and her attendants grouped around the throne, the Graduate in the character of a Knight enters with his followers and kneels before her. She tells him of the important mission which she expects to entrust to him if he can convince her that he is qualified to assume the responsibility. It is only a citizen of the City of the Soul who can so qualify, and Knight Graduate proves his rights to that citizenship by calling upon the Wise Men of the Court (Health, Observation, Accuracy, Industry, Initiative, Observation, Worthy Use of Leisure, Sense of Values, and others) to prove to the Queen that Graduate and his followers have learned from them the truths and developed the attitudes that make them worthy to set forth upon the Queen's quest.

As the Graduate Knights are leaving the scene the Court Choristers sing.

EPISODE II

Again the Pages present themselves before their Queen, who bids them summon Effort, Ambition and Determination. Twenty-one girls representing these three qualities appear, brilliantly costumed; seven in orange and yellow, seven in jade green and seven in green-blue. After a spirited and lovely dance number they fall before the Queen, who commands them to follow the Knights and light their way through the dark mountain passes on their Quest for the "Fulfillment of the Queen's Hopes." To the leader of each group the Queen passes a lighted torch.

As Effort, Ambition and Determination leave, three Jesters tumble into the Queen's presence. They divert her attention and that of her courtiers and attendants by jokes and songs and athletic stunts while a group of conniving and traitorous subjects of the Queen (Avarice, Indolence, Revelry, and their followers) get together and plan to follow the Graduates and deter them from their purpose. Just as they are leaving in the direction the Knights have taken the Queen is made aware of their presence. She does not interfere with their leaving as the Seven Cardinal Principles and other Wise Men of her Court have prepared the Graduate Knights to overcome all obstacles in their way.

The Queen and her attendants retire.

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There is a beautiful sunset, and the spectators enjoy this while the band plays softly between the second and third episodes. It is growing dark and the four flood lights that have been placed in masses of greenery are turned on the throne and the surrounding area with changing color effects.

EPISODE III

The Pages announce that it is the year 1950, and Queen Alma Mater is to hold court this evening because she has learned that the Knights are to return. The Ladies-in-waiting of the class of 1935, who served her so faithfully during the four years they were with her, and who left the Court soon after the Knights went on their Quest, are to return, too.

The Pages announce the entrance of the Ladies. Four of them (Motherhood, Teaching, Social Service, Nursing) tell what they have accomplished and how Alma Mater and her Wise Men have influenced them through the years. The two children who entered with Motherhood give a delightful dance number.

Trumpets and the Pages announce the coming of the Knights and the band plays. Knight Graduate enters on a beautiful white horse led by two Grooms and followed by the other Knights.

He tells of their encounter with and defeat of Avarice, Indolence, Revelry, and their followers. The other Knights (Citizenship, Medicine, Law, Business, Labor, Government) tell how Alma Mater, Effort, Ambition, Determination and the Wise Men have inspired them to Achievement.

The colorful group (Effort, Ambition, Determination) exeunt, followed by the Ladies of the Court, the Knights and the Wise Men. Only the Queen, in her white gown, sparkling crown and sceptre, and one Jester, in vivid American Beauty costume, remain. They present an effective picture spot-lighted against the black background. Alma Mater tells the Jester that all they have witnessed is what she hopes will happen to her Knights and Ladies in their higher citizenship in the City of the Soul after they have received their diplomas and set forth with her light to guide them in their quest.

Queen and Jester exeunt, and the band plays.

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Those who have left the scene early have already changed into suits or simple dresses of pastel hues. Junior Pages bring to the platform a speaker's stand and a small table upon which are the diplomas in folder form. All furniture is placed well back on the platform so that a comfortable space is left at the front for the graduates to pass across. All spot lights are turned off except one which floods the platform. The principal has taken his place behind the speaker's stand, and the superintendent of schools is seated at his right.

The band plays the graduation processional march while the graduates march to the seats that

have been placed in front of the grandstand and facing the stage.

The principal greets the guests. The president of the class goes to the platform and leads the class in an appropriate responsive prayer that they have created themselves. He is followed by the representative who was chosen by the graduates to express in a few simple words their appreciation for the opportunities, the guidance and the inspiration that parents and faculty have given them. She goes on to say that the pageant, which is not an empty gesture of entertainment but a sincere expression of what education has meant and will continue to mean to them, was planned and carried out by the seniors with every graduate participating in the performance.

The principal presents the superintendent to the audience. A few brief and interesting remarks in keeping with the spirit of the exercises are addressed to the graduates and then to their guests. He requests the seniors to stand and to come forward to receive the diploma which is a recognition of work well done.

Meanwhile, the principal has moved to the side of the table near the end of the stage. The band plays ever so softly. In the dark the graduates march toward the platform and not until they step upon it are they recognized by the spectators. Only one student is on the stage at a time. Spotlighted, the student stands for a moment before the superintendent while the graduate's name, by means of an amplifier, reaches the audience clearly. When the diploma has been received, each girl as she passes by her principal is given a lighted candle (two juniors attend to the lighting of these) while the boys who alternate with the girls are congratulated by the principal.

As the students pass from the brightly lighted stage into the darkness that surrounds it, the lights from the candles carried by the girls are not only picturesque but symbolic. When the last student has returned to the group, the senior who organized the ideas that were submitted for the Senior Pledge steps in front of the group and leads them in the impressive chant in which in this exalted moment of their ideal graduation they sincerely dedicate their lives to the higher citizenship.

Keep Your Public Posted

By DANIEL P. EGINTON

ONE of the most basic requirements for a satisfactory public school system is that the superintendent and his associates assume the responsibility for keeping the members of the local community well informed of the aims, methods, needs, and achievements of the schools. Many administrators apparently do not recognize this responsibility and say that they do not dare adopt up-to-date, educational methods in their community because most persons still believe that education should be organized around the three R's. This appears to them to be a logical reason for not going ahead. As a matter of fact, it is one of the most convincing evidences of their lack of competent, courageous leadership and of failure to discharge one of the most important functions in public school administration. Wise superintendents in America always have recognized the need of educating the community to an appreciation and understanding of what the schools are doing, in fact of keeping ahead of the program if possible. The inefficient are willing to rely upon chance and Deity and seldom set up orderly and adequate procedures or means of publicity to explain the schools to the people by whom they are supported and controlled.

By and large the American public schools can progress no faster than the social forces which play upon them. The professional staff of the school should not only recognize this fact but should try to bring these social forces into harmony and co-operation with the school. All parents, for instance, should comprehend what the school staff is trying to accomplish and have a reasonably clear understanding of the kinds and purposes of methods used. Professional and business men, members of the American Legion, G. A. R., Y. M. C. A., D. A. R., and similar organizations, should also know what contribution schools are trying to make and should be encouraged to back up desirable activities. Other members of the community also should have good insight and understanding of the purposes and processes of the school.

The task of informing the community about educational matters is far too great to abandon to the opportunistic contacts of the professional staff and the chance explanations of pupils who often do not understand. A thorough and scholarly publicity program must be definitely outlined and carefully executed! This should contain detailed statements of aims of the program, the methods to be used, and show the functions which each member of the professional staff and other members of the community are to discharge.

The superintendent should not try to do all of the work himself but should assume the responsibility of seeing that it is done by his associates. Special emphasis should be given to specific arts such as libraries, shops, gymnasiums, visiting teachers, psychiatrists, art programs, or free transportation. Since much of this work is a question of professional policy, however, he must be extremely careful to see that none of his associates advocates policies which are not correct or deals with matters which he or she does not understand. As the logical head of the system it is naturally expected that the superintendent will be the one who will early introduce and discuss hoped-for radical changes or new affairs such as establishing nursery schools, junior high schools, and providing visiting teachers and other services. The outcome of new activities is determined to a large degree by how adequately the community has been prepared to desire and accept them. Many superintendents have paid dearly for introducing some educational procedures before the community was ready for them.

Although the details of numerous good ways of interpreting the schools to the community cannot be discussed in detail here, several of them can be pointed out as specific suggestions for formulating and administering an adequate program of community education. The ensuing is a brief summary of twelve of the most proficient means now used with good results in many of our leading schools.

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1. The reports, organs, and publications of the school such as school papers, annuals, report cards, and annual reports offer excellent means of dealing with fundamentals of education and explaining real work of the local schools. These should be meticulously analyzed to see if they cannot be even more effective than at present.

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2. The numerous incidental contacts and conferences which the superintendent and his staff have had with members of the community offer excellent openings to interest and inform them of the work of the schools. Conferences should be systematically planned, especially with critical and esteemed members of the community, to discuss such pertinent questions as the work of the psychiatrist or the need of a community playground.

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3. The activities of the curriculum are an excellent means of "telling the story" of education, and of assisting pupils to grasp more clearly so that they, in turn, will appreciate the meaning, problems, and principles of education so that when they become adults they will have an intelligent understanding of a modern program of education.

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4. A good school itself, of course, is the prime way to convince patrons and others of the value and importance of schools. When parents and others can observe desirable changes in the conduct of their children, they know the school is really doing part of the job it is supposed to do.

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5. Regular contributions in the local papers are an effective means of community education. These should be written up so that they are interesting, can be understood by the layman, short enough so people will read them, and deal with specific problems of the local schools. Numerous catchy photographs of school situations should be included wherever possible.

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6. The reporters should be invited to attend marked school events, and to write up the story of some boy or girl whose life dramatically unfolds in school; also to visit schools for "copy" for good articles.

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7. The superintendent should solicit the assistance of other staff members who have an ear for "news" and are able to write it up effectively. Staff members who are doing good work or planning new procedures should be encouraged to prepare accounts of them for the press; e.g., an assembly program, a field trip to the ice plant, or a unit of work on prehistoric man.

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8. Numerous group meetings with members of the community should be held in which principles and methods of education are dealt with in detail. The discussion should be based on the specific problems or questions which the patrons want answered such as: What health habits should be developed? These meetings have a personal touch and definiteness that is often lacking in other forms of publicity or education.

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9. Parent-Teacher Associations offer excellent opportunities to inform and work intimately with a limited number of those parents who take sufficient interest in schools so that they will join such an organization. Too often, unfortunately, because of lack of a definite purpose and a real program, these organizations become an excellent place only to air personal prejudices, gossip, and to putter around.

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10. It is desirable, occasionally, to secure outside speakers to meet the members of the local community and discuss with them questions of educational theory and practice. People often will have more confidence in the work of the local school when they find it is approved by the so-called experts.

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11. Special visiting days and annual exhibits should be considered an important part of the publicity program. These should be thoroughly planned and made as educative to pupils and others as possible.

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12. Talking before the local organizations such as Rotary Club, or G. A. R., generally provides many opportunities for the superintendent to promote the cause of education.

Berea Stands for Service

By ALBERT J. CHIDESTER
Berea College, Kentucky

Close-up view of a famous institution which couples education with industrial effort and stresses useful living.

SITUATED on the first ridge of the Cumberland Mountains and overlooking the Blue Grass Country, Berea College has become one of the most significant educational institutions in the United States. It is fortunate, too, in being on the Dixie Highway, the main automobile route from Detroit and Cincinnati to Miami, Fla. The college owes its location to the gift of land by General Cassius Clay of anti-slavery inclinations to John G. Fee, a Kentuckian and an ardent abolitionist. He established a Union Church and a school there in the 'fifties. Soon J. A. R. Rogers and family came to aid in the school work. There were periods of bitter and at times violent persecution, a lapse of activities during a part of the war between the states. It became a school to educate both negroes and whites, and remained so until prohibited by state law in 1905. At that time it cast its lot with the white mountaineers of the Southern Appalachian area. At the time of the separation of the races President Frost secured funds for the establishment of a negro school of junior college grade near Louisville, Ky.

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By 1869 Berea had attained collegiate rank, and Professor Henry Fairchild of Oberlin, O., was chosen president, which position he held until 1889. He was followed in 1892 by the creative genius of the institution, President W. G. Frost, who guided the destiny of the college until his resignation in 1920. During his presidency the institution had grown to include a college, a normal school, an academy, a vocational school and a foundation school with a total enrollment of about 2,000 pupils.

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Since 1920 Berea has flourished under the leadership of President W. J. Hutchins. Two of the schools have been discontinued. The secondary normal ceased to have any reason for being and the teacher training function was taken over by the college. The vocational school had never been a standard type of trade school and its courses were merged with the academy and foundation-junior high school courses. The school maintains, however, other educational units, a nurses' training course in connection with the hospital, a pre-school unit, an opportunity school for adults and several extension schools in outlying mountain places, two training schools for teachers. One of these is a one-room, two-teacher school of sixty-five pupils at Wildie, Ky., about eleven miles distant from the main plant. A unique feature of the schools is the several "country homes" where young women under competent instruction learn the actual practice of homemaking. This extends even to the care of a baby in the "teacherage" and of another in the pre-school unit.

Perhaps nowhere else in the country can a more complete economic unit be found. The school largely serves itself and city of 2,000 population. The 5,000 acres of forest land furnish the drainage area and water supply for the college and city. The college and city co-operate in fire protection, the college supplies electric service, artificial ice service and to a large extent bakery and laundry service to school and city. On one side of the ridge is a farm of 365 acres specializing dairy, hogs and sheep, on the other side a garden of sixty-five acres and an extensive poultry plant.

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The school is known very widely for its "student industries." The labor program which has been developed provides for a minimum of ten hours a week of labor for each student. The school also serves about 300 boys and girls entirely without money for their schooling. They work one half day and study one half day carrying about three-fourths of the normal study load. These industries are run on a non-profit basis and are designed to provide wages for the students.

Picture if you can a school day, rising chimes at 6 a.m., breakfast at 6.30, first class at 7.35, last class closes at 5.30 p.m. Somewhere during the day for most of the students a two-hour work period is provided. Where do they work? Two hundred in

the broom factory, 110 in the fireside industry where artistic hand-woven textiles are produced, 125 in the bakery, 50 in the hospital service, 20 in the candy shop, 80 in the wood-working shop, 25 on the farm and in the dairy, 35 in the gardens and grounds, 25 in the clothing shop, 15 in the co-operative store, 70 at Boone Tavern, the College Hotel, 100 at the laundry, others as janitors, dining room and kitchen help, office help, laboratory assistants, chime ringers, each one as far as possible in the pursuit of the task of his choice.

Financially this means that students are being educated at about $150 a year cost, and of this they earn on the average about one half. It is scarcely conceivable that a scientifically balanced ration is served in the dining rooms at $2.65 per week for boys and $2.50 for girls. The students' expenditures are closely controlled. Attendance at entertainments and eating places not in charge of the college is forbidden. College movies and entertainments cost regularly fifteen cents, and pay events are limited to one a week. Tobacco in any form is strictly forbidden anywhere in the institution. That holds for faculty and students alike.

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The student body, which totals about 2,000 a year, is recruited almost wholly for the mountain area. Scarcely ten per cent. of pupils from "out-of-territory" are enrolled and each one admitted means the exclusion of one from several well-prepared applicants from "in territory."

So far as service to be rendered, the school sets as its goal to keep the way open for the poorest student from the "end of the hollow" to pursue his course, without embarrassment, to the A.B. degree. And more recently the college has added courses leading to B.S. in agriculture and B.S. in home economics. The student body comes largely from the sturdy mountaineer stock of Scotch and Scotch-Irish extraction. The tides of commerce and migration have passed them by. But now they come in ever increasing numbers to train themselves for the new day, to drink in of the rich social and cultural opportunity, and largely imbued with the spirit to return to serve their day and generation, teachers, preachers, county agents, nurses, homemakers, farmers, and not a few with more training elsewhere to become physicians, lawyers, and engineers. One of the new buildings on the campus is Presser Hall, dedicated to the service of music, and a still newer art building is approaching completion.

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Plans have been drawn for doubling the capacity of the library already overcrowded with its 67,000 volumes.

The visitor is greatly impressed with the spirit of the school. From the first contact at Boone Tavern one comes upon a charming home atmosphere, tips are not in order. The campus of virgin oaks is of surpassing beauty. The business manager, H. E. Taylor, who recently passed to his reward after a service of twenty-five years, believed heartily in the commercial, the educational and most of all in the spiritual value of beauty. The beauty of environment is contagious in the lives of the boys and girls. Add to all that the religious atmosphere of the school and one will understand more its real contribution in building manhood and womanhood. Dr. Grenfell, referring to Berea, said that it was one school he had found where he could send his boys and girls and have them return to him in the spirit of service. With the thousands seeking admission without avail one may well believe that there is a place for many another Berea. A Chinese graduate of about six years ago returned to establish a Berea in China. So successful was his school that within a year he has been called into the service of the Chinese government to establish such a school. Thus the school extends and multiplies its influence.

You

By HAYDN S. PEARSON
Principal, Bigelow Junior High School
Newton, Massachusetts

I WISH teachers were more egotistical! The most important person in the world is you. And if, within reason, you realize this fact, you will become a better teacher.

Are the walls of your classroom the boundaries of your interest? There is so much of vitality and beauty in the world at large. Cultivate yourself.

One of the tragedies of our profession is that it tends to set us aside in a cloistered vale—removed from the wholesome struggle and rush of the average life. Don't become a mummified collection of facts.

Study yourself. Expand your horizon. Drink at the fountains of music, literature, drama, and good pictures. Become an all-around person so that you will have inspirational qualities. Fact pushing is the easy way to disguise inefficiency.

Get out and find how the other ninety-nine per cent. of the world lives. For they have to, you know.

Take a course in yourself. And don't cheat at solitaire. If you're honest, you can find lots of ways to improve. You'll be happy to discover yourself.

Legal Proof

By M. W. MULDOON

Waverly, New York

Awarded Third Prize in the Journal of Education's Second Annual Short Story Contest

BROWN-HAIRED, brown-eyed, brown-skinned, and widely smiling, the Belvino twins stood side by side before the supervisor's desk when she looked up.

"School records for newsboys' permits? Yes, if you are twelve years old," she said, in answer to Dominic's announcement. "Are you twelve yet?"

"Sure! Yeste'day! Yes, ma'am, sure we are!" they chorused.

"What proof of age have you? Birth certificates?"

The twins stared at her in perplexity.

"Were you born in America?"

There was a negative shaking of heads.

"Where were you born?"

"Napoli!" — "Italy!"

"Hasn't your father your passports?"

"Oh, sure! Yes, ma'am! By our house!"

"Well, boys, the law says I cannot take your word for the date of your birth—I have to have legal proof. I'll have to see those passports. You bring them this afternoon, and then I'll make out your permits."

The boys stared at each other in dismal silence for a moment. Finally Dominic inquired: "Couldn't you come by our house to see them?"

The supervisor was surprised at the request—although she should long since have outgrown surprise at anything—but she said pleasantly: "I'm sorry, Dominic, but I don't think that I can. This is my afternoon for office hours, and I'm pretty busy. You just bring them in when you come from lunch, and everything will be ready for you tonight."

For some obscure reason the boys seemed nonplussed by the situation. They lingered uncertainly beside the desk, until finally Tony ventured: "I'm 'fraid my mamma won't let us bring those papers. My papa'll be awful mad with her."

"Now, boys," said the supervisor, "listen to me. If you are twelve years old, you *can* get your permits—there's no question about that. The point is, the law says that I must *know* that you are twelve. That's why I have to see your papers. Do you understand what I mean, Dominic? Do you, Tony?"

Two dark heads nodded solemnly.

"All right, then! Skip along now, and stop to see me when you come back from lunch."

The twins still hesitated.

"No papers, no permits!" she added briskly, as she pulled down the cover of her desk and stood up. The twins went silently out.

The last afternoon assembly bell had rung, and classes had been in session a full half-hour when the janitor's assistant thrust his head in at the office door to remark: "Your boys are down stairs."

"What boys? Why downstairs?" inquired the supervisor, with a quick glance at her desk memorandum. "I don't remember having sent for anyone."

"The boys with the door," he grinned.

"The boys with the door? What door?"

"Search me! All's I know is they's two little Dago kids down there with a door. They say it's fer you—say you sent 'em home after it—but it's too heavy fer 'm to lug up stairs."

"What in the name of common sense!" began the supervisor as she started down the front staircase—much faster than any second floor class would be allowed to go. At the bottom were Dominic and Tony, breathless and exhausted, faces sweat-bedewed and liberally streaked by copious application of dusty little coat sleeves. Behind them, leaning against the corridor wall, was the door, life-sized and blue—glaringly, unmistakably blue, a hue that was virtually a chromatic shriek—evidently recently removed from its natural habitat in the Belvino dwelling. Pasted across its top were the passports of the Belvino family—Papa Luigi Belvino, Mamma Louisa Belvino, and children Tony, Dominic, Therese, Reginia, Loretto, and Guido Belvino—the brand new naturalization papers of Papa, and a receipt from the People's Universal Credit Company for the final payment on the Belvino gas range. As Dominic explained when he had recovered breath sufficient for intelligible speech,

"We can't lose 'em and my papa says nobody can't very easy steal no kitchen door."

"Sure, they can't," agreed Tony decisively. One glance at the disheveled twins was all the proof necessary to back up this statement.

No wonder the boys had looked solemn when she insisted on seeing their passport. They must have had visions of three flights of stairs, ten city blocks, and the fact that "papa would be awful mad." Still if the supervisor would not come to the passports, the passports must come to the supervisor.

They got their permits.

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Loyalty Oath Flurry

SUPT. A. J. STODDARD, Providence, R.I.:—

"I think the new department, 'The Teacher and the Times,' will prove very helpful, and should clarify the educational atmosphere, at least to some degree.

"I am very much interested in the epidemic of laws demanding loyalty oaths by teachers. As far as I am personally concerned, I don't mind taking the oath of loyalty any number of times. We do so directly every time we salute the flag, and indirectly many times every day through our ordinary professional duties. On the other hand, I think it is rather impertinent for certain members of society to single out a particular group and ask that they be required to give the oath of allegiance in some special manner. I am not at all sure that the whole question is of as much relative importance as we have given to it."

•

Build Up Criteria

SUPT. SAMUEL ENGLE BURR, New Castle, Delaware:—

"All the evidence indicates that we must give attention to current social changes. These changes may be of greater importance than those with which any previous generation has had to deal.

"The Journal of Education, in its new department, 'The Teacher and the Times,' does well to point out the various schools of thought and shades of opinion concerning these changes, and the part which the schools have to play in connection with them.

"My own feeling is that the school should present impartially all the facts concerning these changes and that, beyond this, the school should help the pupils and the public in general to build up desirable criteria for deciding present and future action in the light of the facts which are available.

"The crucial matter to those holding this point of view does not have to do with the facts so much as with the building of criteria for judging the relative value of facts."

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Etiquette of Controversy

A. B. MEREDITH, School of Education, New York University:—

"I have read 'The Teacher and the Times' with genuine interest, and heartily approve the plan. I believe there is a place for the discussion in the public schools of controversial questions, when it can be done by a well-informed, sensible and well-mannered teacher. Most of our difficulty arises out of the bad manners with which divergent points of view are presented, even by well informed persons. Emotions of resentment becloud thinking."

•

Teaching Not Preaching

STATE COMMISSIONER E. W. BUTTERFIELD, Hartford, Connecticut:—

"Short, definite articles are always readable and usually are read. I think 'The Teacher and the Times' is a good feature.

"Commenting further on the Foreword, I have an innate fear of exhortation. Teaching and preaching are fundamentally different. From the beginning it has been believed that in the socially organized system of our states we teachers are 'magistrates,' as the first John Adams would have said. We are responsible officials with a definite job to do. In the last decade we have appreciated this position, since we have been surrounded by professional uplifters with much enthusiasm but with little authority.

"As teachers our primary duty is to develop pupils so that they may live more safely and more happily in the life which all of us have created. A sensible approach to the subject is the desire to recreate society, not through pupils, but to recreate it through ourselves."

•

Pass Oaths Around

SUPT. WILLIAM H. HOLMES, Mount Vernon, N.Y.:—

"The matter of loyalty oaths for teachers is much in the public eye right now. If loyalty oaths are necessary for one class of public servants, they should be necessary for all. I can see no harm in asking a teacher to take a loyalty oath if it will soothe the feelings of certain superpatriots who are always concerned more about the patriotism of others than they are about their own.

"The profession is undoubtedly subject to considerable criticism owing to the radical statements of certain members who are not directly concerned with teaching. If more of these radical educators had positions of real responsibility, they would be less inclined to be extreme in their statements.

"Real responsibility makes for sanity both in thought and deed."

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Why the Constitution

THOMAS C. BARHAM, Jr., Instructor, Social Science, High

School, Framingham, Mass:—

"I liked the department—'The Teacher and the Times'—when I first read it, and later rereadings of it have strengthened that first impression. The introduction of such a department is timely and indicates progressive managerial policy. I would like to add a comment to your article 'Why the Constitution?'

"The Constitution acts as a brake on impulsive legislation. Quite so. Perhaps the point could be made that the Constitution is a safeguard which will become less and less important as the people become more and more educated and willing to assume intelligently civic responsibilities. If such education and such interest is not aroused in the people in the near future, I would not be surprised to see the safeguarding rigidities of the Constitution crack up under the pressure of hostile public opinion. This puts out a challenge to educators."

All in the Day's Work

By FRANCIS READ

A High School Principal

Another Chance

Three big boys came to my office to see if something could not be done to reinstate one of their comrades, who is out of school on account of a misdemeanor. They said: "This fellow is weak and is always getting into trouble. But he is not to blame. He has a hard time. He has no money and can't get any work. That is why he gambles. He and his father do not agree at all. A lot of boys in his situation might be worse than he is." They said that they would do anything to get the chap back into school.

I was proud of those three boys. They did not engage in cheap talk around the school or do anything else to stir up trouble. They just wanted to help their friend.

I know what I will do: I will tell these fellows that I will give that boy another chance, provided they will agree to help him to go straight. I believe the idea will work.

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I Risked Our Record

A large and excellent university has just published a list of schools whose freshman delegation had no failures during the first half of this year. My school is not on that list.

The Dean writes that the average of our graduates is 7½ per cent above the general average, but he says that one of our boys has failed in one subject. I know this boy well. He has a genial nature and splendid habits but his father and mother have separated and he has had to look out for himself for several years. Although he had done only fairly good work in high school, I took a chance and sent him along to college, when he told me that some one had offered to help him financially. I have seen him from time to time and have noted his improvement under the influence of college life. He has passed all but one subject and I know that he will be a creditable student.

Some people will think, however, that our school is falling down in its work because its name is not on that honor list.

In my opinion such a list should never be published. It makes principals too careful about certification. Colleges which worry principals about getting their schools on some honor list will deprive many worthy young people of a higher education.

UP to 1871, or for 901 years after it was founded, the Azhar University in Cairo, Egypt, the largest seat of religious education in existence, had no departments, no programs, no rules, no examinations, and no diplomas.

CRITICS say that the greatest living biographer has just written his greatest work—HINDENBURG and the Saga of the German Republic, by Emil Ludwig, published April 6. The author of NAPOLEON supplies a key to understanding the present crisis abroad in this timely and dramatic portrait. ($3.50)

WASHINGTON, D. C., is unique among capitals in that its layout was mathematically planned for beauty and utility long before the city was built. It is essentially one vast geometric design of rectangles, squares, and circles. Thousands of geometry students have read and enjoyed "A Geometric View of Washington," a brief mathematical travelog based on illustrations from PLANE GEOMETRY and SOLID GEOMETRY, by Strader and Rhoads. Write for your free brochure.

OUR calendar repeats itself every 400 years. In each of these 400-year periods, the 13th of the month comes on Friday more often than on any other day of the week.

A manuscript was recommended to us by the famous Bookshop for Boys and Girls, in Boston. Our editors were enthusiastic about it. Now the book is published—THE STORY OF STEAM (60 cents), by Anne Coolidge, of the well-known Shady Hill Day School. The diagrams, many of which are in colors, were drawn by Anthony di Bona as a class developed the project. As a science reader or for general reading it will make a hit with your fourth to sixth grade pupils.

THROUGH the ages men have eaten certain parts of animals and human beings in an effort to absorb their admirable qualities. Several centuries ago, however, the Tartars carried this idea further by eating *books* to acquire the knowledge contained in them.

YOUR pupils probably are learning to read with the aid of THE NEW WINSTON READERS and THE NEW SILENT READERS. They may be interested to know that 15,000,000 Philippine children have also learned to read with them. Likewise, children in Burma, China, India, Siam, and Turkey. This month Mohammed Ali Akhaban, of Teheran, Persia, was appointed general distributor of THE NEW WINSTON READERS and THE NEW SILENT READERS for Persia, Iraq, and Afghanistan.

The JOHN C. WINSTON COMPANY
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CHICAGO ATLANTA DALLAS SAN FRANCISCO

The Teacher and the Times

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

No Dictator

VAST centralization of authority in the hands of President Roosevelt during his first two years, caused many people to suppose the United States governed by a dictator.

Far from being a dictatorship, the Roosevelt administration merely illustrated the flexibility of our Federal Constitution, which permits emergency powers to be delegated to the President in time of crisis, but always with a string on them; in fact, two strings. The Congress can withdraw at will the powers which it alone has granted. The Supreme Court, in its turn, may halt anything the President or the Congress does that is out of harmony with the Constitution.

A dictator who is really answerable at all times to the lawmaking and judicial branches of government is not a dictator as Europe understands that word.

The second half of Mr. Roosevelt's term finds him in a strange situation. The citizens tried to give him even more power by returning a large Democratic majority in both House and Senate. But those two bodies have apparently decided to re-assert their own prerogatives.

We had no dictator in 1933 and 1934. Even less have we one now.

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That American Ideal Again

WHEN this department got under way a fortnight ago it contained an article, headed "The American Ideal," which closed with this sentence: "The American ideal includes a square deal for everybody."

A friendly critic circled that statement and sent it back to the editor with this comment: "Great applause. Pedagogical and political applesauce."

Yes, we have all grown accustomed to hear such generalities, and when we ask ourselves how much truth there is in them we sometimes wonder.

Nevertheless that sentence was set down in the sober belief that it is true.

Perhaps the critic supposed that the writer viewed the ideal as an accomplished fact, when he was really but pointing to a goal which may take years, decades, or even generations to reach.

Unless we believe there is such an ideal, more or less commonly cherished by Americans from colonial times until now, and likely to be cherished and sought by those who follow after us—to what purpose is all our striving?

There is certainly a great soul of America which desires fair play: sympathizes with the under dog; wants everybody to have more and more of life's comforts and enjoyments.

How far any given individual will sacrifice his or her own advantages for the sake of others, is a point on which accurate data is lacking. But our people are commencing to learn that individual advantage may easily be lost when it runs counter to the common good.

The American ideal will persist. And if the greedy are not allowed to override things roughshod, the ideal will ultimately prevail.

America will one day end poverty. Unfortunately it cannot do this in a minute or by one stroke of the pen. The process must be long continued, gradual, intelligently led, and based upon a sound understanding and application of the economics of plenty.

To repeat what is no mere platitude but a justifiable article of faith for any American:—

"The American ideal includes a square deal for everybody."

• • •

The National Basket

DON'T be too eager to swallow the promises of those having pet schemes for curing our social and economic ills over night.

Learn to discount the claims of the Indian medicine man, and other quacks.

There are at least a half-dozen widely publicized remedies just now recommended by individuals or groups for putting the United States on its feet.

A fair test for almost any one of these proposals is—to figure out with pencil and paper how much it seeks to take from the National Basket of goods and services to bestow upon some one class or section of the population.

The largest amount of goods and services produced in this country in any one year was about eighty-one billion dollars worth in 1929. Of late years the Basket has contained as little as forty-three billions; now perhaps fifty billion dollars' worth of goods and services a year.

What would happen under the Townsend plan for Revolving Old Age Pensions—for example? $200 a month or $2,400 a year for 10,000,000 persons over sixty who might be eligible, would amount to twenty-four billion dollars a year—or approximately one-half the contents of the

National Basket *as it stands today*, going to one-twelfth of the population.

What about the initial period—when elderly people were swarming into the stores to spend their new pensions? Would prices remain stationary or would they advance sharply? Could the country—the general public who paid the sales tax to finance the plan—endure the double strain (tax and rising prices) while waiting for the wonders of the new prosperity to happen? Millions of people would be required to pay the increased charges before they had anything to pay with.

Surely it is desirable to have the old folks looked out for, and to pass over some of their jobs to younger people. But facts and conditions have to be reckoned with.

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Feverish Europe

WHO is to blame for the armed camp that is seen in Europe?

Is Germany to blame—since she violated her promise of disarming under the Versailles Treaty?

Is France to blame—since she would not yield an inch to Germany or allow any slight correction of the territorial or other provisions of the Versailles Treaty?

Are France, Italy, Great Britain, and Russia to blame—since they have expanded their armies, and have entered into mutual defence agreements, apparently with Germany in mind?

Is the United States to blame—since it did not lend its influence to making the League of Nations a success?

All these events had something to do with creating the situation as it is today in Europe.

One nation's warlike action leads to another nation's similar action. Germany may still be the primary cause. But there is also a vicious circle. Who can stop its mischievous spinning?

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Freedom and Loyalty

ACADEMIC freedom is an expression to conjure with. Every teacher wants academic freedom—meaning the right to say and to teach whatever he regards as truthful and wise.

How shall academic freedom be insured? And—in fact—how much of it can be had in actual practice?

Academic freedom has always depended more upon the individual teacher and the particular community in which he worked, than upon any abstract declaration of constituted right. Some teachers can go far with the expression of liberal views because they are judicious, tactful, void of insolence. Others quickly become offensive through lack of these same qualities.

Some communities will permit much freedom of thought because they are intelligent and tolerant. Others will be up in arms at the first ruffling of their prejudices.

With certain vociferous groups demanding and obtaining new laws imposing oaths of loyalty upon teachers, academic freedom seems to be challenged. But possibly all that is really wanted is a reasonable protection against some extremists in the teaching profession—individuals whose attitudes are warped by misconceptions of the American system of government and institutions.

It is much too bad, however, to have all teachers put under suspicion because of a very small minority who are alien in thought and word. Loyalty oaths will be glibly taken by most of those whom it is hoped to drive from the schools by the new legislation.

Isn't this prescription of oaths for teachers a silly piece of business, and can it serve any good purpose?

• • •

"Dripping Daggers"

SEVERAL young men in their 'teens, arrested for causing the deaths of two persons by speeding through Boston streets in stolen cars, confessed they were members of a club called "Dripping Daggers," which required each applicant for membership to steal an automobile and drive it through traffic at eighty miles an hour.

Those killings, arrests, and confessions suddenly wakened the section of the city where those boys live to a realization of its youth problem. Straightway a move was started to provide a gymnasium and wholesome surroundings for some hundred and fifty young men whose idling in pool rooms and on street corners had led to many crimes.

Society has vaguely perceived for some time that its jobless youth are a menace to themselves and to the general safety. Not until some spectacular or sanguinary event occurs, however, do leaders, in most communities, take steps to prevent this human waste and danger.

Between the free schools which carry young people only so far before dropping or losing them, and the business world which balks their efforts to find employment, today's youth fares badly. No wonder it refers to itself as "the unwanted generation."

The problem of steering these young people into proper social and economic pathways is complex and difficult. But schools, civic groups and individuals in responsible positions can do much more than they are now doing—if they sense the need and are willing to do what they can.

Anson W. Belding

Makers of Better Schools

HERBERT L. SPENCER has been chosen president of the Pennsylvania College for Women (Pittsburgh), succeeding the late Dr. Cora Helen Coolidge. Dr. Spencer, at forty years of age, steps over from an interesting career on the faculty and administrative staff of University of Pittsburgh. Last summer he was elected dean of the college of liberal arts and sciences of that institution, where he had formerly been identified with the school of education. Under President Spencer's leadership still further progress is predicted for Pennsylvania College for Women, which was founded in 1869 and has a student body of about 300.

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BYRON C. KIRBY, widely known for his work as principal of the Oliver School (Platoon type), South Bend, Indiana, has taken on an important side line as an instructor in educational psychology and principles of education at St. Mary's College, Notre Dame, Indiana.

He has been a frequent contributor to this magazine, his articles dealing with various phases of elementary and prevocational schooling. He is not easily satisfied with his own performance, but strives constantly to do a better job. He has been a pioneer in the movement for Platoon schools.

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GEORGE C. JENSEN heads a senior high school of 3,400 students at Sacramento, California —and graduates 1,000 students every year. Of the 50 per cent. who go on to college, 98 per cent. enter Sacramento Junior College. This means that the Sacramento Senior High School has almost ceased to serve the universities directly, and scope has been given for a new experiment in secondary education. The high school focuses upon general education rather than specific training for vocations. Mr. Jensen has been principal at Sacramento for the past eight years, and his "heart is in it."

•

FRANCIS J. BROWN has been a member of the education faculty of New York University since 1930. Born in Iowa, he engaged in educational work in that state, in Idaho, in Nebraska, and for some seven years at University of Rochester before taking up his post at N. Y. U. His field of special interest is educational sociology. He has done research in such matters as the sociology of childhood, leisure-time activities, adult education, and the effects of incentives on the learning process. He is a member of the New York State Literacy Commission and associate editor of the Journal of Educational Sociology. He writes, lectures, teaches—and is active in social, civic and professional organizations. Truly a busy fellow is Professor Brown.

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MAURICE R. KEYWORTH, superintendent of Hamtramck public schools for the last twelve years, candidate for state superintendent of public instruction, on the Republican ticket, defeated Paul F. Voelker, in the biennial spring election. Mr. Voelker has held the office for the last two years. Mr. Keyworth is a native son of Michigan. He received his education at Ferris Institute, Central State Teachers College, Michigan State Teachers College, and the University of Michigan.

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KNUTE OSCAR BROADY is a professor of school administration at University of Nebraska, where he has taught since 1926. He is specially concerned with improving the management of small schools and promoting the use of supervised study. He has written a monograph on "School Provision for Individual Differences." He gained his first experience as a rural teacher in Kansas in 1916, and rose to the superintendency at Sylvan Grove, Kansas, in 1924, remaining there two years before joining the faculty of U. of N.

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GEORGE H. BETTS has been a professor of education at Northwestern University for the past sixteen years. He had previously taught in three different institutions in as many different states: Cornell in Iowa, Boston University, and University of Southern California. His chief interest is in the character effects of education; the application of psychology to the broader aspects of personality and conduct. He has written more than a score of books, most of them dealing with religious education or kindred subjects. Professor Betts has done much traveling, especially in the Orient. (When the editor asked permission to write something about him, he replied: "Yes, but go easy.")

Winshipisms

"A teacher may be as wise as Solomon and as faithful as Moses, yet his wisdom and fidelity shall avail him nothing if he pleases not the committeemen."

•

"No teacher was ever overstocked with common sense. Nor anyone else."

•

"Discrimination is a rare pedagogical virtue."

The News Digest
OF EDUCATION

Oath Exacted

Delaware Teachers Must Pledge Allegiance

DOVER, Del.—The Senate recently passed the House bill to prescribe an oath of fidelity to the Federal and State Constitutions to be taken by every teacher, professor, or instructor in every educational institution in the State supported wholly or in part by public funds. The vote was 13 to 4.

Vermont for Oath

MONTPELIER, Vt. — A law requiring public school teachers to take an oath of allegiance to both the constitution of the United States and the State of Vermont became effective recently with the signature of Governor Charles M. Smith.

Fingerprinted

Jersey Pupils Leave Thumb Marks on Record

MOUNTAIN LAKES, N. J.—Police Chief Harry Dennis and a Morristown detective, Anson Beckwith, recently supervised the taking of fingerprints of the town's 300 school children. The Board of Education had previously endorsed the plan, but the taking of the prints was withheld until the parents of the children had time to consider it. Chief Dennis said no objections were registered.

Free Education in Germany Is for Aryans and Pro-Nazis Mainly

BERLIN.—The Aryan restriction as applied to judges, lawyers, clergymen, doctors, and civil servants has gone into effect for school children through decrees issued by Dr. Bernhard Rust, Minister of Education.

The new restriction reads:

"Aryan pupils may not be placed at a disadvantage in relation to non-Aryan pupils. It is, heretofore, not proper to give any advantage to non-Aryan pupils as long as such advantages are denied to Aryan pupils. This applies to exemption of school fees, free school supplies, aids for study and the like."

German school authorities also received authority to expel from higher schools any child who shows he or she is not a thoroughgoing National Socialist.

Dr. Rust's decrees indicate that in future only those pupils who show loyalty to Nazi ideas in word and deed will be allowed to receive more than an elementary education. All others will be systematically excluded from an opportunity to receive a higher education.

Superintendents and teachers specifically were warned against giving intellectual accomplishment primary consideration and were directed to consider carefully in recommendations for advancement athletic accomplishments, bodily vigor, character, and loyalty to a "unified people."

Despite Dr. Rust's care to avoid referring directly to loyalty to Chancellor Adolf Hitler and to National Socialist ideals as a requirement, the phraseology employed belongs to the peculiar language of national socialism, and the rules will undoubtedly be understood clearly enough by school authorities.

Eyesight Report

3,000,000 Pupils Have Defective Vision in U. S.

NEW YORK.—Approximately three million school children in the United States—one-eighth of the entire school population—are handicapped in their education by defective eyesight, it is disclosed in the report of a joint committee of the National Education Association and the American Medical Association co-operating with the National Society for the Prevention of Blindness. Far-sightedness is the most common visual defect among American school children, according to the report, prepared under the direction of Dr. Thomas D. Wood, of Columbia University, and published by the National Society for the Prevention of Blindness. Astigmatism is next in frequency, and near-sightedness is third; other eye defects mentioned are cross-eyes and inflammation of the eyelid lining. At the present time 6,000 children are enrolled in the 458 sight-saving classes maintained by 145 communities, where special educational facilities and teaching methods are used. Additional classes are needed, however, for about 44,000 other children, according to the National Society for the Prevention of Blindness.

Vocational Training Keeps Up with Social Change, Says Studebaker

WASHINGTON.—Many thousands of unemployed workers have been trained back to employment in vocational schools and classes, according to reports currently made to Commissioner of Education John W. Studebaker, covering vocational education activities in the forty-eight States.

Reviewing the activity, Commissioner Studebaker says: "Many groups are receiving attention under the vocational education program of the States. Jobs are being found for unemployed workers. Unemployed persons are being trained and employed as teachers of vocational courses for the unemployed. Special classes have been organized for the instruction of homemakers in budgeting reduced incomes and in other home-making aids. Assistance has been given in vocational education programs in CCC camps.

"Teachers of vocational agriculture have co-operated in the rural rehabilitation movement and in developing training programs in subsistence homestead communities. And vocational education teachers and supervisors have co-operated with adult education agencies under FERA in furthering their programs."

"Reports show," Commissioner Studebaker declared, "that vocational education has contributed an enviable part in the effort now under way to get youths and adults back into employment and to relieve conditions of distress incident to the unemployment situation. Thus is education endeavoring to keep step with the rapid social and industrial changes of the day."

Fifty Years

Silver, Burdett & Co. Celebrate Anniversary

NEWARK, N. J. — On April 21, Silver, Burdett and Company, textbook publishers, will be fifty years old, for it was on that date in 1885 that Mr. Edgar O. Silver first engaged in the publication of textbooks on Bromfield street in Boston. As a feature of the company's commemoration of its fiftieth anniversary, it has commissioned the internationally-known painter, N. C. Wyeth, to create a symbolic mural painting entitled "The Spirit of Education." A reproduction of this mural in six colors will be prepared and, upon request, will be sent to schools and educators who may be interested in this conception, both as an artistic decoration and as a subject of contemplation.

Best Textbook

Chicago Teacher Wins Atlantic Monthly Prize

BOSTON. — The Atlantic Monthly Press, in association with Little, Brown & Company, has announced the award of a prize of $4,000 to Elizabeth Crowe Hannum, of Chicago, whose textbook, "Speak! Read! Write!" was adjudged "the best basal textbook submitted in the field of high school English." Mrs. Hannum was for many years the head of the English department in the Francis W. Parker School in Chicago. Her prize-winning textbook represents a comprehensive course in English composition, rhetoric, reading and speaking for students in the sophomore year of high school. The competition was inaugurated with the intention of encouraging "the writing of fresh and original textbook material." The selection was made from 151 manuscripts.

Quincy Bans Book Classed as "Un-American" by Committeeman

QUINCY, Mass.—Listing four textbooks used in the senior year at Quincy High School, in connection with a course on "Problems of American Democracy," as being irreligious and un-American, Joseph J. Kendrick, a member of the school committee, recently urged that the books be withdrawn and that a sub-committee be appointed to investigate what is being taught to students.

Kendrick, speaking as the father of three children who are attending school in Quincy, said that he made a brief inquiry into the textbooks being used, and the result is he questions whether the course should be continued.

Because of Kendrick's blasting remarks, one of the books will no longer be used.

Mr. Kendrick reported that the authors stated all men are not equal, and that no man has an inalienable right; that the commandments of God are merely social rules; that "original sin" is an outworn dogma, and that religion, to have a place in the ideal democracy, must adapt itself to changing society.

His suggestion of a committee to investigate the teachings in Quincy schools was voted down.

Superintendent of Schools James N. Muir, who refused to comment on the charges made by Kendrick, agreed to withdraw one book.

Adult Education

Carnegie Report Finds Leadership Unfit

NEW YORK.—Some 20,000,000 persons are participating in the various forms of adult education in the United States, and the annual cost, public and private, is about $2,000,000,000, it was declared recently by Morse A. Cartwright in a report on "Ten Years of Adult Education," prepared for the Carnegie Corporation. Mr. Cartwright said the government's relief subsidies for adult education had been "a huge success from the standpoint of relief" but far from convincing from the educational standpoint. "The Federal emergency relief program in adult education has seen many classes fail because teacher-pupil attitudes disappear when adults become students," he reported, citing "improper, unintelligent leadership."

Trick Questions

OMAHA, Neb.—An Iowa University graduate has forced farm credit personnel officials to think up some new questions for their application examinations. All applicants for jobs must pass the intelligence examination, which heretofore included two "unanswerable" questions: 1. How long is a piece of string? 2. How far can a dog run into the woods? Applicants were supposed to mark "no answer" to each of the questions. Not so with the bright young man. "A piece of string is twice as long as the distance between the centre and either end," he wrote in answer to the first "stumper." "A dog can run only half way into the woods; after that he's running out of the woods," Dr. Henry F. Hubbard and his staff read in answer to the second question. Dr. Hubbard's embarrassment that his supposedly unanswerable question could be solved by a young college graduate kept him from admitting that his tests contained the following question and answer: Q.—If A gave a mortgage on a mule to B and the mule had a colt, who would own the colt? A.—A mule can't have a colt.

Special Rights Enjoyed by Five Seniors at Dartmouth College

HANOVER, N. H.—Talks with the most envied undergraduate group at Dartmouth, the five Senior Fellows, reveal that they have respectively undertaken to write a biography, make a study of the Colonial origins of the Constitution, do research in advanced organic chemistry, co-ordinate modern economics with the histories and philosophies of past ages, and build up a cultural background before specializing in medicine.

This select group of undergraduates has the full privileges of the college without having to pay tuition or take examinations or attend classes. It comprises George H. Colton, of Springfield, Mass.; William W. Fitzhugh, of Brooklyn, N. Y.; Philip N. Guyol, of Concord, N. H.; George F. Hill, of Littleton, N. H., and Richard F. Utpon, of Concord, N. H.

Colton is the varsity manager of football; Fitzhugh is one of Dartmouth's outstanding students in chemistry; Guyol is working on a biography of General John Sullivan, a Revolutionary War hero; Hill is captain of the Dartmouth varsity football team and is preparing for medicine; Utpon is intensely interested in the Revolutionary period.

The Senior Fellow plan was inaugurated in 1929, and five juniors are chosen each Spring by President Ernest Martin Hopkins upon recommendation of a special faculty committee, and these men receive all privileges of Senior Fellows the following year.

War Orphans

Two Schools for Them Operating at Nanking

NANKING, China. — Two schools, founded by Mme. Chiang Kai-shek for the children of officers of the Chinese Army who were killed in active service, are now educating nearly 700 war orphans in Nanking. The school for boys has 500 pupils and a staff of sixty-nine, of whom forty are teachers. The school for girls has an enrollment of about 200 and a teaching staff of twenty. In the boys' school special emphasis is given to courses in agriculture and carpentry.

10 A. M. Rising

Yale Dean Enforces Rule on Freshmen

NEW HAVEN, Conn. — Freshmen Dean Percy Walden, at Yale, admitted that janitors in the university have been ordered to arouse any students still in bed at 10 o'clock mornings, but he said that the rule was not a new one and was enforced only to detect disease, with which, especially measles, freshmen have been somewhat afflicted. The Yale Daily News spoke editorially of the order as a "nuisance regulation" and nuisance regulations can result in nothing but disrespect for all rules. Dean Walden said that students, often "wishing to avoid either the expense or the bother of going to the infirmary will pass the morning in bed, thoroughly exposing fellow students and friends to the disease." The university department of health endorsed the dean's action.

Why Hookey?

NEW YORK. — Why boys play hookey is the subject of an investigation to be undertaken by the Emergency Relief Bureau in co-operation with the Board of Education, it was announced by William Hodson, Commissioner of Public Welfare and chairman of the Emergency Relief Bureau. The study will be undertaken by psychologists, psychiatrists, social workers and counselors with special training in truancy work. George H. Charfield, director of the Bureau of Attendance of the Board of Education, will be in charge. He said truancy had been increasing and that the situation required special measures.

Trumps, Two-Steps

Dancing, Bridge, Urged As High School Courses

FRANKFORT, Ky. — Dancing and bridge, said William R. Attkisson, assistant attorney general of Kentucky, recently, "should be encouraged" in the state's high schools. These two amusements, Mr. Attkisson wrote in an opinion requested by a school superintendent, "have become so integral a part of American life and are indulged in by so many persons, that they should not only be permitted to be taught, but should be encouraged to be taught." Superintendent Weart Helton, of Gray, Ky., had asked whether instruction in ballroom dancing and in bridge, or engaging in either by high school students was illegal. Mr. Attkisson ruled in the negative in each case.

Cuba Shuts Schools

HAVANA.—All government normal and commercial schools are ordered closed for the remaining scholastic period this year by a resolution of the Cabinet recently. At the same time authority was given to Dr. Anayi Murillo, the Secretary of Education, to reorganize all educational institutions and appoint and dismiss personnel as well as to close or transfer any schools in Cuba. Such carte blanche authorization is interpreted to mean that the government will dismiss all personnel professing Leftist tendencies.

Few Reds

Chicago Dean Says They Total One Per Cent

CHICAGO.—George A. Works, dean of students at the University of Chicago, thinks the fuss about "college reds" is a "tempest in a teapot." "There is a great deal more to fear," he said, "from Huey Long and his ideas." Although a University of Chicago professor furnished bond for Evelyn John Strachey, communist lecturer, at his recent deportation hearing, Dean Works declared there were no communists on the faculty and that radicals comprise only about 1 per cent of the student body.

LITTLE MISS MUFFET SAYS:

"I like gum."

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Marriage Course to Be Offered At Miami University Next Year

OXFORD, O.—Students supplied the impetus for development at Miami University here of a department which treats of the problems of marriage relationships.

The expanding course is an outgrowth of lectures on "The Family" which had been given by Sociology Professor Read Bain for a number of years. Professor Bain, working against a national background of increasing divorce and apparently changed outlooks on morals, this year re-named his course, "The Family and Marriage."

The enrollment tripled. Then, a group of senior men students, most of them engaged to women students, sought to enter the course. Professor Bain could not allow them credits since they were without required prerequisites.

John O'Brien, leader of the senior group, petitioned the faculty to design a similar course which would be open to all seniors.

In consequence, a course has been announced for next year, three lectures a week for credit, in which seniors may enroll.

Most of this year's seniors are attending Professor Bain's lectures, doing the required reading, and receiving no credit "to better fit themselves for marriage."

What Goes On

Probe Into Habits Of College Students

MT. VERNON, Ia.—A survey conducted by Professor Russell Cooper, of the Cornell College history department, to discover how the college student's time is budgeted disclosed: 1—That senior men spend 55 hours of each week sleeping. 2—That women of the college devote four hours more each week than the men to personal appearance. 3—That senior men spend 9½ hours weekly at the dining table, but that they also are the most studious group in the school. 4—That freshmen are unable to cure nostalgia immediately—they write home on the average of 2½ hours each week. 5—That junior women use nine hours and 30 minutes of their time each week for "entertainment."

Girl Twirler

Wants to Play On School Baseball Team

WEBSTER, Mass. — Webster is doing right by "little Nell." The school trustees ruled that fifteen-year-old Nellie Twardzik, the town's girl baseball star, may play on the Bartlett High School team—if she's good enough. The unique problem in "women's rights" was settled in this diplomatic fashion. "I simply issue a call for baseball candidates, not for boys," George H. Finnegan, coach, explained. "If she shows ability to make the squad, she can have a place on it." He denied that he had barred the girl. "I'm for it," said Herbert C. Branch, school committeeman, who indicated that he and his colleagues would leave everything to the coach.

"No More Ladies"

Dr. MacCracken Says Old Type Extinct

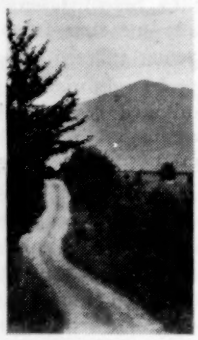
CHICAGO.—Dr. Henry Noble MacCracken, whose claim to authority on feminine topics is that he is president of Vassar College, told graduating students at the University of Chicago recently that "there are no more ladies." He qualified his indictment by adding that he meant "ladies in the old sense," and admitting that "it's much easier to attain the chivalrous idea of a gentleman than of a lady." There were, he said, "a few gentlemen of the old school, but no ladies."

Swap Students

American and Scotch Colleges Arrange Terms

SCHENECTADY, N. Y.—An exchange of students next year has been arranged between Union College and St. Andrews University, Scotland. Each student will pay tuition to his own college and provide his own transportation. Each college will furnish the exchange student with tuition, room and board. Only candidates for the Bachelor of Arts degree will be eligible. The student will be chosen from the sophomore class and will return to his own college for his senior year. The number of men eligible at Union has been reduced to ten, from which one will be chosen to go to St. Andrews.

Middlebury College Language Schools



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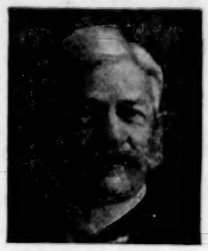

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Eskimos Bright

OTTAWA. — New light has been thrown on the Eskimos by Major D. L. McKeand, of the Canadian Interior Department, whose duties take him annually on a long tour of Canada's 1,500,000 square mile extent of Northwest Territories. Canadians, when they thought of the Eskimos at all, have, like the rest of the world, regarded them as a picturesque but vanishing race low in the scale of civilization. Major McKeand has found them anything but this. He pictures them as a race with surprising mathematical and mechanical endowments. He predicts that they may yet become the best mechanics on the continent.

Costs Justified

BRONXVILLE, N. Y.—Statistics on the success of Bronxville High School students in colleges, made public recently, were considered of special importance because of the vote of confidence given to the school authorities in the annual election, in which the "progressive" system of education at the school was a principal issue. The educational system was developed under the direction of W. W. Beatty, superintendent of schools. The cost per pupil in this village is the highest in the State. Two-thirds of the students at Bronxville High School go to college, and 98.6 per cent of them stay in college after they get in, according to a bulletin issued by Superintendent Beatty. Regents data for 1932, the last year for which comparative information is available, showed that the local school was surpassed by only three out of the 973 senior high schools in the State on these tests.

Greek Optional

No Longer Requisite For B. A. at B. C.

CHESTNUT HILL, Mass.—Radical changes in the curriculum of Boston College and of Holy Cross, including the elimination of Greek as a requisite for the bachelor of arts degree, reduction in the number of class hours and the institution of five new degrees, were announced recently by the Rev. William Murphy, S. J., prefect general of studies in the New England province. While Greek, which has always been a pre-requisite for the A. B. degree at Boston College and Holy Cross, has been eliminated as a prescribed study for the regular bachelor of arts degree, a new degree which does demand Greek has been instituted.

3 Cent Lunches

Hot Meals by ERA At Small Cost to Pupils

BOSTON.—At a daily cost of 3 cents per child, more than 100 undernourished children, provided with hot lunches as an ERA project, have shown marked improvement in the five communities where the experiment has been tried: Somerville, Hatfield, Sterling, West Springfield, and Palmer. In the Tatham School, West Springfield, between January 27 and March 13, a total of 1,917 hot lunches were served to an average of sixty children per day. The Tatham Mothers' Club contributed a considerable quantity of the food.

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47 Winter St., Boston, Mass.

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Study English

Is Spain's Edict to High School Youth

NEW YORK.—Beginning in 1938, English will be taught as a required subject in the high schools of Spain, according to an announcement by Robert Seelav, president of the Spanish American Society. This decision of the Department of Education at Madrid was expressed in a letter to Mr. Seelav from Dr. Filiberto Villa Lobos, Spanish Minister of Education. Recently the Spanish American Society offered to give certificates of merit to the student in every Spanish high school who attained the most notable progress in the study of English. Mr. Seelav said that Dr. Villa Lobos had accepted the offer of the society to make the awards at the end of the first year of the courses.

Nix on Knitting

BOSTON.—Because the fad of knitting has become so popular at Boston University's all-women's department, the college of Practical Arts and Letters, university authorities found it necessary to issue a notice, forbidding the unlimited use of college time for knitting. "Absolutely no knitting will be permitted in the classroom," the notice on bulletin boards read. Sweaters, dresses, and suits were rapidly taking recognizable form while professors tried to instruct the young ladies on matters of history and economics. When the university gave out its ruling, some of the girls declared that knitting was purely mechanical and that they heard every word the professors uttered, but the administration's announcement remained in force.

Columbia Grows

Enrollment at 35,245; First Gain Since 1930

NEW YORK.—Registration for the academic year 1934-35 in all departments of Columbia University totals 35,245, a gain of more than 6 per cent over the previous year, according to a report to the trustees by Edward J. Grant, registrar of the university, made public recently. This year's figures show the first increase in the university's enrollment since 1929-30. Between 1930 and 1934 registration fell off steadily, the largest drop taking place during 1932-33, when the number of students was 5,409 less than the previous year. The loss last year was 2,803, while the gain this year is 2,177 over the 1933-34 total.

'Scope Making

New Course Offered At Pennsylvania State

STATE COLLEGE, Pa.—A course in telescope making for amateur astronomers will be given at the Pennsylvania State College this summer, Dean Will Grant Chambers has announced. The instruction will be given by Dr. H. L. Yeagley, of the physics department of the college.

The Alcove for New Books

Well Begun — in Reading

THE NEW PATH TO READING. Pre-Primer, Primer, Book One. Revised Edition. By Anna Dorothea Cordts. Illustrated by Maurice Day. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Can a child be taught to read for meaning before he can recognize words? And can he get this correct first impression of what reading really is and not be made to struggle in discomfort through bewildering quagmires of unknown words?

These questions are answered in the affirmative by "The New Path to Reading" series, prepared by Anna Dorothea Cordts, herself a teacher with rare endowment.

The series opens with a Pre-Primer, a Primer, and Book One.

The secret of the Cordts method is in its use of dramatization from the outset. At the beginning of each unit comes "The Play." This simple story, dealing with situations familiar to nearly all children, almost tells itself through pictures. Later the words already used are grouped, clarified, reviewed, and impressed upon the learner's mind as symbols.

A carefully controlled vocabulary is a characteristic which enhances the usefulness of these books. As the child develops, he is given opportunities to meet words in groups, for observation and comparison. And — strangely enough for a system that puts meaning first, attention is paid to phonics.

In short—no part of the complex mental process of learning to read has been left out of these significant "New Path" texts. They should prove effective in setting the child's feet on a constantly broadening avenue of pleasure and improvement.

• •

The ABC of XYZ

A FIRST COURSE IN ALGEBRA. By N. J. Lennes. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

If the subject of elementary algebra has been a stumbling block to many pupils, part of the reason must be sought in the textbooks which have but gradually evolved toward the simple, orderly, and non-mystifying presentation achieved in this Lennes manual.

The author has evidently had in mind the making of a book whose explanations the pupil himself could read and understand. There has been some omission of cases which can be deferred until the subject is reviewed and amplified for college entrance.

Two features are worthy of particular note. One is the section headed "Cumulative Reviews," which is meant for daily assignments after the work is started. These reviews are a recognition of the need that old processes and principles be well learned and freshly exercised before new ones are introduced. The second feature of unusual merit is the section containing "Supplementary Material" for the brighter pupils who have time for such additional adventuring and should be encouraged to do things independently. Only a minimum of help from the teacher would seem necessary for those undertaking the supplementary work which Mr. Lennes has provided.

Still another point deserves honorable mention—namely, the absence of false pretence regarding the usefulness of algebra. Even the jazzing up of the subject to secure a certain galvanized interest—possibly of short duration—has been avoided in favor of giving the pupil a growing sense of power through mastery of each successive step from the beginning.

This is a sincere and trustworthy text, which would be hard to excel for simple clarity and straightforwardness of treatment.

• •

English for a Purpose

ENGLISH AT WORK. Book II. By Helen Rand, Evanston High School, Evanston, Illinois. New York: Henry Holt and Company.

The very first chapter gives the keynote to this unusual text in English speech and composition for high school pupils.

What a shock it must be to a boy or a girl to be confronted, at the threshold of a book on English, with a chapter full of exercises in "Straight Thinking." In that chapter are many examples of the loose reasoning that young and older folks employ every day. It is like a cold plunge before breakfast—shivery but refreshing. And it imparts a zest for further study of the mother tongue as an instrument for expressing only that which has some sound basis, some logical excuse for being expressed.

Observation, thinking, and imagination—substance rather than form—are emphasized in the first third of this unusual text. Slowly the importance of words, sentences, paragraphs — the usages and techniques of language—becomes self-evident. And the pupil, thus securely motivated, proceeds with the acquisition of the art of saying and writing what he means.

In a volume of convenient size and attractive design, "English at Work" offers abundant, well ordered material for making the high school course in English stimulating and constructive. Incidentally—the spotlight on straight thinking brings into the ken of the pupil many elements of a sound social philosophy. We have not been asking English texts to do this. But there's no good reason why they should not.

• •

Chart and Compass

SOCIAL STUDIES — An Orientation Handbook for High School Pupils. Prepared under the Guidance of William McAndrew and written by Julius Boraas, Bennett Champ Clark, Harl R. Douglass, George W. Frasier, Charles W. Knudsen, Eugene T. Lies, William McAndrew, Arthur E. Morgan, Charles F. Prior, Dr. Thurman B. Rice, Elsie M. Smithies, Dr. Louise Stanley, Charles P. Taft, 2nd, Richard Welling, with a benediction by Mrs. Franklin D. Roosevelt. Boston: Little, Brown, and Company.

Dr. McAndrew and a well selected group of collaborators have here produced a strikingly unusual text for students at almost any level in the secondary school period. As its subtitle states, this is "An Orientation Textbook."

It starts with the individual where he is—in the high school—and shows him why he is there and what he can hope to get from his school. It goes on to consider his personal development; his cultivation of habits and attitudes. It takes up his relations with his club, his crowd, his home. Finally it points to the interdependence of himself and his community.

Dr. McAndrew's own chapter on "Your Mastery of Your Time" is characteristically fascinating and packed with valuable suggestion for conserving the very stuff of life.

The chapter, "Your Life Goes On," is as wholesome, straightforward a presentation of sex matters as has yet appeared in any textbook. This chapter may bar it from some schools while commending it to others who believe in supplying authentic information to young folks by way of correcting the distorted impressions received from ignorant or vicious sources.

The joint authorship, with its variety of styles and methods of approach, lends interest and conviction to the cumulative message.

Dr. McAndrew's deft hand has supplied many bright touches. His is the mortar between the bricks.

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Grins Between Grinds

The Low Down on Diplomacy

A diplomat is a gentleman who can tell a lie in such a manner to another gentleman (who is also a diplomat) that the second gentleman is compelled to pretend that he really believes the first gentleman, although he knows that the first gentleman is a liar, who knows that the second gentleman does not believe him. Both pretend that each believes the other, while both know that both are liars.

• •

Inhibited

"What was your greatest ambition as a child, and have you attained it?" she asked.

The celebrity looked at her sadly and said: "Madam, I regret to say I have never attained my boyhood ambition."

"And what was it?"

"Madam, my great ambition was to throw an egg into an electric fan!"

Need for Processing Tax

Teacher—"What is a pedestrian?"

Pupil—"A pedestrian, my son, is the raw material for a motor accident."

• •

Neighbors

"Are you making any progress in getting acquainted with those fashionable people who have just moved next door to your house?"

"Their cat invited our cat over to a musical last night."

• •

A Matter of Pride

A congressman's wife, waking him in the middle of the night, told him there were robbers in the house.

"Impossible," said the congressman. "There may be robbers in the senate, but not in the house."

• •

Wise But Forgetful

"Boo, hoo! Don't whip me, pa!" howled little Willie.

But Willie's pa kept on uncoiling the large strap in his hand.

"You must remember, Willie," he said, "the words of the wise King Solomon. King Solomon said in his wisdom, 'Spare the rod and spoil the child'."

"Yes," moaned Willie, "but he didn't say it till after he was growed up."

• •

Reciprocity

Mr. and Mrs. Barnes had been discussing an arrangement which implied the exercise of the "give and take" theory.

"You know," declared Mr. Barnes, "that it always takes two to make a bargain."

"Yes," returned Mrs. Barnes, "but only one of them gets it."

• •

Cold Reception

Kitty, aged eight, had been naughty, and her father had had to speak to her before he went to work in the morning. On his return in the evening, Kitty called with frigid politeness, "Mother, your husband is home."

• •

Back Stage

Little girl (gazing on stag's head on wall in aunty's house)—"Can we go into the next room, aunty? I want to see the rest of the stag."

The JOURNAL of EDUCATION

Twice a Month for Better Schools

FOUNDED 1875. EDITED FROM 1886 TO 1933 BY A. E. WINSHIP.

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

The Editors Say...

We want this magazine always to retain something of newspaper flexibility; to be open almost to the last minute for whatever is most crisp and timely. That is why we refuse to forecast precisely what will appear in any given issue.

Yet we may hint of some excellent material—articles that will be read and talked about—which are in the near offing.

George W. Lyon will give a new angle on the eternal question of **Home Study.** Samuel Engle Burr will plead for **Political Toleration** in the schools. Ann Brewington will discuss **Money** as a social factor. Carl Holliday will take a sharp poke at **Over-Specialization.** Charles B. Harrington will report his findings on the effects of **Radio** on home study. Our Contributing Editors, Drs. Eginton and Myers, will continue to attack problems of Administration and Personality respectively. And so forth.

•

Ballou Not Newlon

In our issue of March 18 (page 153), we erroneously quoted Dr. Jesse H. Newlon to this effect: "When the consensus of the American people decide what social order they want, the schools will be prepared to give instruction." That statement was made by Dr. Frank W. Ballou, Superintendent, Washington, D. C. We are sorry to have made this mistake—even though the letters which it brought us proved once more how closely our magazine is read by educational leaders.

•

Treasure Hunt

Thirty-one of the states were heard from in successful replies to a recent Treasure Hunt. Here's another:—

A certain advertisement in this issue contains a sequence of five words, which, if the type were pied, might look like this:

gefhahciutifgsatervtest

Straighten the letters around and name the advertisement in which the words appear. Mail your answer to Journal of Education Treasure Hunt, Six Park Street, Boston.

This time, every one mailing the correct answer on or before May 28, will win a four months' subscription to this magazine. This he may either give to a friend, or—**if he has never won before**—claim as credit for himself.

Answer to Treasure Hunt of April 1 was "Large and Dependable Clientage," page 200.